



Hampton Hill Junior School SEF



Headteacher: Alan Went Chair of Governors: Bill Day Date: September 2020
Deputy Head teacher: Mandy Appleyard Vice chair: Caroline Storey
Assistant Head teacher: Polly Jones

School's context

- HHJS is a three-form entry community junior school- federated with Carlisle Infant School (CIS) and serving a community that is largely from privately owned accommodation in Hampton Hill, although the school population is more mixed than it may appear. Set within a broadly prosperous area, but with pockets of deprivation, a women's refuge and adjacent to the Hanworth ward (London Borough of Hounslow)- which is in the top 20% of deprived wards in the country- a percentage of our pupils reside in this ward.
- A Specialist Resourced Provision (The Garrick Garden) is on site for 6 pupils with SEMH needs- providing individualised programmes, alongside in-class support.
- Our Breakfast Club and after school provision (The Hub) are on site and well attended.
- We have a wide range of external validations (London School for Success, Garden, Sing Up, International links, Healthy Schools Bronze, School Games Bronze Award...).
- We have been a Strategic Partner to St Mary's University (ITT) and benefit from positive links with them.
- Number on roll: 357.
- Our current cohorts have the following make up: 13% PPG // 21% EAL (with a wide range of languages spoken and a small number of children on Level A or B codes of fluency) // 16% SEND.
- Gender- 195 boys: 162 girls.
- Public Health England latest data: 32% pupil's overweight (below national average (34%)).
- Applications for Sept 2020: 144 (including 85/ 87 Y2 children at CIS).
- Mobility 2019/20: 16 leavers/ 23 arrivals (housing/ economic reasons and private school placements being a main contributing factor towards family movement). New arrivals (including those not from CIS) are welcomed with a comprehensive induction programme.
- Attendance: consistently high- 2017/18: 96.7% 2018/19: 96.4% 2019-20 (to lockdown) 96.2%.
- Persistent absentees: 2017/18: 4.7% (7 PPG pupils) 2018/19: 2.8 % (10 PPG pupils) 2019-20 (to lockdown): 6.1% (impacted on by CV19).
- Punctuality: 2019-20: Three children with 6+ late arrivals- support is in place for positive outcomes.
- Staff wellbeing and attendance- we have had a positive response to surveys and audits, with no negative patterns or trends highlighted.
- Racist Incidents: 2017/18: 4 2018/19: 1 2019/20: 1 (all reported and responded to).

- Exclusions: 2017/18: 2x1 day, 3x 1.5 days, 2x 0.5 days 2018/19: 1x 2 day, 5 x 1 day, 1 x ½ day (impacted on by the increase in numbers and the profile of new pupil placements into our SRP) 2019/20: 0
- A clear and thorough commitment to safeguarding and well-being practices.
- Pastoral/ mental health programmes and pilots (e.g. Trailblazer/ P2B) in place to support pupil/ family and staff wellbeing.
- IDSR (2018/19): positive data (see report) 2019/20: no report (due to CV19).
- FFT 2019 School Dashboard: the only lower cohort identified was children who had joined HHJS in Y5/6 (six pupils) 2020: no Dashboard (due to CV19).
- 2019/20 progress data (Y3-6): positive trends (end of autumn term): Spring/ summer data impacted on by Covid 19 lock down.
- We are committed to offering the children a wide range of sport/ music/ external clubs and wider opportunities (see rotas).
- Parent feedback- is generally very positive and supportive (see surveys).
- Parental links are positive and supportive (PTA, Governors, Class Reps, FFWG (fundraising group)).
- Improved parental communication is in place (e.g. Facebook, Parent Hub and Class List- and has been supportive to developments such as our interim pupil reports).
- Whole school events and celebrations and community links are central to our approach and are well responded to.
- Parental communications/ complaints are responded to.
- GDPR monitoring is in place- with required actions followed up.
- PPG key barriers have been identified and are being responded to (see PPG Strategy).
- Staffing updates: We have added an Assistant Headteacher post to our staffing structure- to enhance our leadership capacity. A new Music Lead has also been appointed (April 2020).
- HHJS is an old site and requires ongoing and regular maintenance. A successful, significant bid has recently been submitted to the L.A- with work underway.
- The school budget is in a secure position- due to clear decision making and ongoing inputs.

Progress made against areas identified at the previous inspection:

“Help pupils to gain a deeper understanding of the way people in Britain who come from different backgrounds to yourself live and think”:

- An improved assembly structure and PSHE (Jigsaw) scheme are in place and supportive to pupils developing a wider community and cultural awareness.
- Pupils take lead roles in charitable, sustainability and community events and projects and these impact positively, widening their perspective and awareness (e.g. Sports Relief, RHS/ gardening links, Red Nose Day, Harvest, Christmas gifts, Shooting Stars, NSPCC).
- Positive links are made to community groups and events (e.g. St James’ church (Harvest/ Easter/ Christmas), our MP, council officials and Hampton Hill community related issues (High Street Mosaic/ village voice/ HH Parade)).

- Wider community considerations are proactively encouraged and discussed- e.g. British Values Week, HH General Election, Thinking Day (uniformed organisations), drumming workshops (Black History Month), links with local religious leaders and International Women’s Day.
- Enhanced pupil leadership and decision-making opportunities are in place- in and beyond school (Pupil Parliament, School Council, Sports/ Garden/ Music Leaders, JTA’s, Peer Mentors, Librarians, Mental Health Champions...).
- Community links/ opportunities are provided to ex-pupils- e.g. work experience, DoE....

(See SIP report (Autumn 2019) for an external view of progress made towards this priority).

Quality of Education

Grade: Good

INTENT

- Our curriculum is designed, structured and sequenced towards national curriculum end points. These are clear to staff and regularly reviewed by curriculum leaders.
- Our curriculum sets out the knowledge, skills and abilities that pupils will gain across KS2. It enables pupils to build their knowledge and skills towards end points and is supportive to positive attitudes and future learning- as evidenced by KS3 transition feedback.
- Our curriculum is suitably wide, ambitious and enjoyable.
- We work and plan in year group teams to ensure content and delivery are supportive to our curriculum ambitions. Subject specific vocabulary is clarified for each subject (see planning).
- Our curriculum has been designed with an awareness of the school’s local context, with support in place to address gaps e.g. additional visits/ inputs.
- We are committed to addressing social disadvantage, or deficits that have been identified in pupils’ cultural capital and we put support in place accordingly- including input from external support agencies.
- Our Pupil Premium Strategy is in line with our curriculum offer and supportive to positive outcomes for pupils.
- Our curriculum is designed to support SEND pupils to gain the knowledge and skills they need to succeed. It is ambitious for them and supported by a coherent intervention programme (see SEND schedule).
- Additional interventions are planned and targeted at individuals and groups for set timescales, to avoid curriculum narrowing.
- Our curriculum is supportive to pupils reading enthusiastically and at an age-appropriate level (see reading progress data).
- Our curriculum supports pupil understanding of fundamental British values and is designed with an awareness of the importance of engaging and supporting children’s SMSC needs.
- School self-review systems are in place to ensure that there is full and effective coverage of the national curriculum (e.g. curriculum reviews and audits/ observations / book looks).

IMPLEMENTATION

- Our curriculum is linked to national curriculum expectations.
- Our curriculum implementation is reviewed on a termly basis, in order to help ensure pupils build the required knowledge and skills.
- Year group and curriculum leaders take responsibility for curriculum design and delivery.
- Teachers use a wide range of strategies to support pupils to transfer the knowledge and skills they are taught from short term to long term memory.
- Teachers plan and review content and delivery in teams- so that lessons link into relevant knowledge and skills, in order for pupils to build on previous learning.
- Teachers' subject knowledge and professional capabilities are supportive to delivering our curriculum. A range of CPD is used to respond to training needs.
- Pupils have positive views about the progress they are making (pupil feedback).
- The work in pupils' books shows coherency and progress.
- Teachers review core curriculum pupil progress data on a termly basis – to inform provision, additional interventions, pupil's next steps, resourcing and additional supports, such as home learning.
- External curriculum links and expert advice are in place and supportive to our curriculum (e.g. Maths Hub, AFC, Hampton School, LEH, visiting authors).
- Additional support is targeted at identified pupils and progress/ impact is tracked and reviewed (e.g. SEN/PPG/EAL/Y6 boosters).
- Reading is prioritised and resourced in order to develop pupils' fluency, confidence and enjoyment. Additional support is put in place for individuals, to help ensure curriculum access.

IMPACT

- Pupils achieve well across the key stage (as evidenced in national (IDSR) and school based/ year group data) - with any identified trends informing future decision making.
- Our self-review schedule reinforces our expectation that all pupils make at least three points progress per year in Maths and English from their starting points.
- Pupils develop knowledge and skills and are making progress across the curriculum- as evidenced in year group core and foundation curriculum assessments.
- Disadvantaged and SEND pupils benefit from additional supports and interventions that are designed to close gaps (see PPG/ SEND/ EAL/ SRP data).
- Pupils are able to talk about their learning and can recall what they have learnt (pupil voice).
- Pupils are prepared for the next stage of education through rigorous and supportive transition programmes- with positive feedback received from KS3 partners.

Quality of Education - areas to further develop/embed:

- To ensure our curriculum is fully aligned to national expectations and evidenced on our website- with children able to articulate what they have learnt (SDP Priority 1).
- To identify and address curriculum skills gaps, following the impact of the CV19 lockdown (SDP Priority 3).

- To ensure foundation curriculum assessments are supportive to our planning and delivery and children being on track to achieve KS2 end points (SDP 1).

Behaviour and Attitudes	Grade: Good
<ul style="list-style-type: none"> ▪ There is a calm, orderly and purposeful environment in the school- with a culture of consistently high expectations in place that pupils respond well to- with additional support provided as required. ▪ Positive pupil attitudes and manners are evident. ▪ We have a respectful school culture, where staff know and care about the pupils. Any specific issues are discussed at leadership and admin meetings as they arise, in order to progress towards swift and positive resolution. ▪ Our learning behaviours are promoted on a weekly basis and acknowledged in our celebration assemblies. ▪ We reviewed and enhanced our behaviour expectations and routines in September 2019- to better support consistent and effective staff and pupil responses and outcomes for individual behaviours. ▪ Patterns of behaviour are analysed and responded to. Restorative conversations are held with all pupils who receive a Reset. ▪ We are committed to mutually supportive relationships that promote positive behaviour choices by pupils. ▪ Children are motivated to learn and pupil voice is encouraged and celebrated. ▪ Our model of NQT induction and support has been supportive to high standards of pupil behaviour and engagement in the classroom. ▪ Pupils behave well when attending before and after-school clubs and extra- curricular opportunities. ▪ The school works hard to improve the attendance and punctuality for those pupils where this is a barrier, through clear and supportive practice. ▪ Behaviour and attendance policies are applied consistently and fairly. ▪ Our curriculum helps pupils to understand more about keeping and feeling safe- both in and out of school. ▪ Bullying, discrimination and peer-on-peer abuse are not accepted and dealt with quickly, consistently and effectively, on the rare occasions this is necessary. ▪ Exclusions are used when required- although we do always look for alternative strategies (with a focus on positive reintegration). ▪ Our SRP has had a positive impact on pupils who arrive at HHJS with specific SEMH needs. 	
Behaviour and Attitudes – areas to further embed/develop	
<ul style="list-style-type: none"> • In light of the impact of CV19, ensure consistent practice is in place that is supportive to all pupils being able to make positive behaviour choices (SDP Priority 4). 	

Personal Development	Grade: Good/ outstanding
<ul style="list-style-type: none"> ▪ A wide range of extra-curricular activities are offered to pupils to support their personal development (see termly schedule). Disadvantaged pupils are able to access funded places, in order to help nurture, develop and stretch their talents and interests. ▪ Pupils’ physical and mental health and well-being, and an understanding of healthy relationships are well supported through our curriculum (e.g. RSE/ PSHE). ▪ High quality, focused pastoral support is in place for pupils (e.g. P2B/Garrick Garden/ Trailblazer pilot project). ▪ Pupils are supported to recognise potential dangers and safety risks and can independently draw on strategies to help them in regard to these- including an awareness of online and offline wellbeing risks (e.g. Safer Internet Day). ▪ Pupil voice is valued and impacts positively on the opportunities children are offered. ▪ Opportunities for children to embed their understanding of British values are in place across our curriculum. ▪ Pupils are supported to develop their confidence, resilience, independence and strength of character across the curriculum- their SMSC needs are also recognised and responded to as a priority. ▪ Pupils are supported to develop positive and appropriate social skills. ▪ Pupils are given opportunities to have discussions and debate pertinent issues. They have opportunities to consider views, beliefs and opinions that are different to their own, in a considered way. ▪ The values of equality, diversity and inclusivity are promoted positively at HHJS- with any discriminatory or prejudiced behaviour being responded to on the rare occasions it is evidenced. ▪ A commitment to proactive induction and transition is in place for KS1, KS3 and all new KS2 arrivals and prepares children for the next stages of their education. ▪ A commitment to encouraging and supporting respectful, responsible citizenship is in place (e.g. welcoming back ex-pupils/ charitable and community links/ D of E...). 	
Personal Development - areas to further embed/develop	
<ul style="list-style-type: none"> • Ensuring a proactive and empathetic response to issues that arise, following the wider return to school, following the impact of Covid 19 (SDP Priority 4). 	

Leadership and Management	Grade: Good
<ul style="list-style-type: none"> ▪ School leaders and governors have a positive and inclusive vision for the school that is communicated to staff and our school community. They are ambitious and work in partnership, to set high expectations for staff and pupils- supporting them to overcome barriers and achieve positive outcomes (see key documents/ leadership/ FGB minutes). ▪ School leaders responded positively to the challenges of the CV19 lockdown and have prepared thoroughly for the return to school. ▪ School leaders focus attention on the education that is provided at HHJS - with the aim of ensuring a broad, balanced and engaging curriculum that is supportive to all 	

pupils successfully progressing towards end points (termly curriculum reviews/ subject action plans/ SDP).

- School leaders work to promote a positive team culture of mutual respect and trust and respond to workload/ wellbeing issues. Professional time is focused on curriculum priorities (staff survey and view). Low profile weeks/ whole class marking/ staff access to P2B/ staff yoga and choir are recent examples of positive responses to staff feedback.
- A commitment to ensuring and supporting a cohesive high quality work force is supportive to the schools ambition.
- Respectful and supportive relationships between staff and pupils are evident (observation/ admin notes).
- The structure and ethos of our leadership team ensures that all staffing teams are represented and valued in the decision-making process- a model of distributive leadership is in place to help ensure clarity, coherence and consistency
- The school's actions have secured improvements in progress for disadvantaged pupils (FFT/ Y3-6 school-based data/ IDSR).
- Governors challenge and hold senior leaders to account and communicate the school vision to the school community. They have a strategic overview and ensure statutory duties are carried out (minutes/ newsletters).
- Clear and proactive planning to make best use of Pupil Premium and Sports Premium funding is in place and informs actions (action plans/ website).
- Leaders have an accurate understanding of the views of pupils, parents and staff- informing forward planning (SEF/ SDP/ surveys).
- Clear and transparent performance management procedures inform a programme of CPD and school self-evaluation that supports improvements in teaching and learning (see schedule). We work to balance the pressures of work load, alongside developing pedagogy and teacher's subject knowledge.
- School leaders encourage and trust staff to take creative risks that enthuse pupils and support a broad, balanced curriculum that inspires pupils to learn (observation, reviews, planning).
- We are committed to supporting pupils' spiritual, moral, social and cultural development (pupil view) and ensuring inclusive practice - with no issues in regard to off rolling/ gaming/ segregation.
- Our staff team and school leaders do not tolerate prejudiced behaviour and encourage and support pupils to respond similarly. We work to promote a culture of equality and respect (behaviour records).
- Safeguarding and pupil wellbeing are actively and consistently promoted and monitored. Children who are at risk are identified and pupils are listened to. They feel safe and are kept safe. Staff are trained to identify and respond to pupil/ family need and are supported to ensure they work effectively as a team, linking well with external partners (records).
- Leaders' work to protect pupils from any sense of radicalisation and extremism- and would be able to engage with pupils in related discussion and debate, as needed.
- We are involved in a range of LA professional development opportunities to inform and develop our practice- e.g. LA KS2 Moderator, Maths Mastery Hub and locality/ AFC links and professional networks.

- We seek external/ parental views and work to respond accordingly- e.g. reviewing and improving our methods of parental communication- Class Reps/Facebook/ Parent Hub/ Home School Diaries.
- We have worked to ensure a balanced budget, by taking timely and proactive actions in regard to costs, income generation and school census. This commitment informs ongoing decision making.
- We worked energetically with our community and school governors to fund the building and ongoing resourcing of our library.
- The increased pupil capacity in our SRP has led to a new leadership structure and staff team being in place, to better support attendees and share practice.
- Best value reviews have led to a more effective model of IT management (Click) and cleaning (May Harris).
- The Federation Strategy Team (FST) (involving SLT members from both schools) meets regularly to ensure clarity and consistency across our Federation.

Leadership and Management - areas to further embed/develop

- To further develop the impact that curriculum and year group leaders have on the quality of teaching and learning (SDP Priority 2).
- To ensure staff and pupil wellbeing is prioritised and supported (SDP Priority 4).
- To ensure governor input is supportive to achieving school priorities and wider aims (SDP priority 4).
- To continue to respond to the implications of CV19 requirements.

Overall Effectiveness

Grade: Good

- All key judgements are at least good.
- The school is committed to providing a positive, purposeful, vibrant and welcoming experience for all.
- Safeguarding is effective and our commitment to wellbeing is rigorous and robust.
- We are proud of the support we provide for children’s SMSC needs and are committed to ensuring that the school’s educational provision meets the needs of all pupils, including those with differing and/or additional needs.
- Our School’s vision is “Love Learning Love Life”- with a set of clear values which are shared and communicated: WE CARE (Welcoming/ Encouraging/ Committed/ Aspirational/ Respectful/ Enthusiastic).
- A new approach to supporting positive pupil behaviour (alongside our learning behaviours) was introduced in Sept 2019 (“Respecting ourselves, each other and our environment”) and has impacted positively.